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In the Vicar of Wakefield, Chapter 20, the Vicar's son George is describing his wanderings. Part of what he says is worth quoting here, because it brings, at least to my mind, a certain measure of comfort. It is so easy for each age to suppose that its own conditions are without precedent in the world's history, whether the particular point at issue is the development of trusts or the status of Greek, that it is worth while to remind ourselves from time to time that there is little new under the sun, even in the way of complaints and lamentations.

I set boldly forward the next morning. Every day lessened the burden of my movables, like Aesop and his basket of bread; for I paid them for my lodgings to the Dutch as I travelled on. When I came to Louvain, I was resolved not to go sneaking to the lower professors, but openly tendered my talents to the principal himself. I went, had admittance, and offered him my service as a master of the Greek language, which I had been told was a desideratum in this university. (He had been told that there were not two men in this whole university who knew Greek). The principal seemed at first to doubt of my abilities; but of these I offered to convince him, by turning a part of any Greek author he should fix upon into Latin. Finding me perfectly earnest in my proposal, he addressed me thus: "You see me, young man", continued he, "I never learned Greek, and I don't find that I have ever missed it. I have had a doctor's cap and gown without Greek. I have ten thousand florins a year without Greek; I eat heartily without Greek; and in short", continued he, "as I don't know Greek, I do not believe there is any good in it".

Writers and lecturers seeking to diagnose the disease or diseases from which classical instruction is (or is said to be) suffering often speak and write as if Classics were the one and only subject taught in school and college without ideally perfect results. As an antidote to such doleful utterances it is worth while to note that in divers other fields there are *voces clamantium in desertis*, complaining that all is not well therein, not on the principle set forth by Pliny Epp. 6. 20. 17 (*Possem gloriari non gemitum mihi, non vocem parum foret in tantis periculis excidis, nisi me cum omnibus, omnia mecum perire misero, magno tamen mortalitatis solacio credidissem*), but as a corrective to excessive concentration of vision on our own subject and morbid introspection. It is not so long ago that Professor Grandgent drew a very vigorous indictment against current teaching of modern lan-

guages. And so it goes in field after field. One such ululation I quote here, partly for the reason set forth above, in the remarks preliminary to the quotation from the Vicar of Wakefield, partly because it contains another presentation of a topic which we teachers of Classics are justified in keeping ever in mind and employing as an argument in favor of the work which we are seeking to do.

Twenty years ago English grammar well-nigh disappeared, certainly for a time, from the curriculum partly as a natural reaction against the extremes to which the study had been carried and partly under the influence of ill-informed men of letters who were writing on "the grammarless tongue". The English language, it was said, has no grammar; and why keep up the pretence? What grammar, it was asked further, was known to Addison? And did not Addison write well enough? So grammars went; and their place was taken by language lessons, which, a vivacious correspondent informed me the other day, "no more teach grammar than they do the length of the hair of guinea pigs".

English studies are now hampered by two deficiencies, one or both of which the school might help to remove. "The modern literatures", to quote Matthew Arnold, "have so grown up under the influence of the literature of Greece and Rome, that the forms, fashions, notions, wordings, allusions of that literature have got deeply into them, and are an indispensable preparation for understanding them". Twenty-five years ago, college students had this indispensable preparation for the modern literatures, but it has since largely disappeared. Greek has ceased to be an absolute requirement for entrance to college, and Latin in some places is optional. Let the process go on for another generation, and the best part of English literature will become unintelligible. In the face of the importance of science in modern education, the ancient classics will hardly hold their own during the coming years; certainly they can never be restored to their old place in the school curriculum. Under the circumstances it therefore becomes incumbent upon teachers of English to provide means for acquiring through translation such knowledge of the ancient literatures as may be necessary for an appreciation of great writers like Milton, Keats, Shelley and Tennyson. I should like to see introduced into the high school prose translations of the Odyssey and parts of the Iliad. No romance can surpass the Odyssey in interest; once introduced it will remain. Earlier than Homer may come books, of which we have several good ones, on Greek, Latin, and Norse myths and legends. Let us keep so much at least of the ancient heritage.

These words are taken from an interesting address by Professor W. L. Cross, printed in Education for May last, in which Professor Cross voices a pro-

test against current methods of teaching English.

Professor Cross's paper was discussed in an editorial in *The New York Times* on June 16, 1908. I quote a part:

But teaching Greek literature in English translations is, at best, dry business. Mr. G. H. LEWES showed its futility when he took WORDSWORTH's line

The river wanders at its own sweet will
and observed that, translated into a foreign tongue, it would assume some such wooden form as,

The river self-impelled pursues its course.

While study of that supreme work of translation, the English Bible, would fit admirably into Prof. Cross's plan, he may provide no substitute for a first-hand knowledge of HOMER's beautifully articulated Greek. The text books that teach it, though discarded by most schools, are still available to the rare student with the desire and the courage "to study them up" by himself.

C. K.

A BROADER APPROACH TO GREEK

(Concluded from page 85)

Now that it would be highly desirable for a student to be master of such a body of words as I have here tried to indicate, and to be able also to derive many other words from them is a matter about which there can hardly be any difference of opinion. But I expect to hear doubts expressed as to the wisdom of attempting to memorize lists of words. I anticipate objections as to the *tour de force* of memory necessary to master such lists. I expect to hear objections as to parrot-like cramming and the like. To all this I can only reply here by a declaration of faith. I believe from my experience that such lists of words *can* be memorized, and when once properly memorized are never wholly forgotten. I do not think that with a youth of ordinary intellect it requires any particular *tour de force* of memory to master such words, and I deny that acquiring words is parrot work, if by that is meant the mere articulation of words without proper apprehension of their meaning. Learning a Greek vocabulary is not a mere matter of superimposition of word upon word and of mastering a new set of symbols for an old set of ideas. The confines of the Greek word do not always coincide with those of the English word, and vocabulary work has an educational value in itself in that it leads to a more accurate definition of elementary concepts. For the word *ἀρετή*, for instance, the student will not find any one word in English that adequately represents it, nor for the word *σωφροσύνη*, "a peculiarly Greek concept which cannot be adequately rendered in any other language". In regard to the passions this word means self-restraint, in regard to pleasures it is moderation and temperance, in regard to demeanor it is modesty. The exercise of determining the full meaning of such words, of tracing their boundaries and noting how they recede within or advance beyond the boundaries of the English terms is a most valuable exercise for inculcating that accuracy of thinking

without which no mind can be said to be trained. But apart from this educational value and merely as propaedeutic to further work in the language I am convinced that vocabulary work *pays*. We have Greek word-lists to teach the first year men at Princeton, and those who learn them—or rather those who *have* learned them (*οἱ μεμαθηκότες*) will tell you that it pays. To the beginner their more experienced brethren are willing to say

maestumque timorem

mittite: forsan et haec olim meminisse iuvabit.

I believe that it is as sensible and economical to secure an adequate vocabulary in beginning to read as it is for a builder to bring to his building site an adequate supply of material in beginning to build, and the plan of beginning with a meager supply of words is as foolish and wasteful as it would be if a builder should start building with a few bricks or stones and keep running off to the brick-yard or quarry for each single brick or stone as he happened to need it. I believe that a certain amount of material must be stored in the memory. Before the synthetic processes can begin there must be something to synthesize. I believe that Mnemosyne was and is yet the mother of the Muses. I read the other day some striking remarks on the propriety of giving the memory something to do, that deserve to be quoted. They are from the pen of Professor Gayley, Professor of English Literature in the University of California. "If fewer things were despatched", says Professor Gayley, "and if more were entrusted to the memory, there would be something to assimilate, and time to assimilate it; there would be less dyspepsia and more muscle. Teachers and parents are over-considerate nowadays of the memory in children; they approach it gingerly; they have feared so much to wring its withers that in most children the memory has grown too soft for saddling. In our apprehension lest pupils turn out parrots, we have too often turned them out loons. . . . With all our study of children and our gabble about methods of teaching them, while we insist properly enough that youth is the seed-time of observation, we seem to have forgotten that it is also the harvest-time of memory". And so until some one invents a hypodermic syringe for injecting words into the veins of memory we must expect to expend some effort in acquiring a language.

As to the methods to be employed in securing the firm lodgment of the words in the mind of the students, I need not enlarge here. Oral quizzes, written tests, sight translation containing the words used, composition oral and written, all these will be employed by the resourceful teacher. In the matter of written tests I venture to mention a plan used by a teacher who used to send us some of our best students at Cornell, a plan which I found to work